

Manchester Public Schools

Manchester High School

134 East Middle Turnpike
Manchester, CT 06040

Manchester Regional Academy (860) 647-3521

665 Wetherell Street
Manchester, CT 06040
(860) 647-3495

Manchester Preschool Center

60 Washington Street
Manchester, CT 06042
(860) 647-3502

Bentley Alternative Education

134 East Middle Turnpike
Manchester, CT 06040
(860) 647-3342

Washington

94 Cedar Street
Manchester, CT 06040
(860) 645-4813

Verplanck

126 Olcott Street
Manchester, CT 06040
(860) 647-3383

Martin

140 Dartmouth Road
Manchester, CT 06040
(860) 647-3367

Highland Park

397 Porter Street
Manchester, CT 06040
(860) 647-3430

Bowers

141 Princeton Street
Manchester, CT 06042
(860) 647-3313

Buckley

250 Vernon Street
Manchester, CT 06042
(860) 647-3302

Robertson

65 North School Street
Manchester, CT 06042
(860) 647-3372

Keeney

179 Keeney Street
Manchester, CT 06040
(860) 647-3354

Illing Middle School

227 East Middle Turnpike
Manchester, CT 06042
(860) 647-3400

Elisabeth M. Bennet

1151 Main Street
Manchester, CT 06040
(860) 647-3571

Waddell

163 Broad Street
Manchester, CT 06042
(860) 647-3392

Manchester Board of Education Members 2014-15

Chris Pattacini, Chair
Maria W. Cruz
Mary-Jane Pazda

Jason P. Scappaticci, Secretary
Deborah Hagenow
Carl Stafford

Michael Crockett
Neal Leon
Darryl Thames, Sr.



a guide to Manchester Public Schools

**believe
in Manchester**



OUR VISION

Manchester Board of Education Vision of the Manchester Public Schools

Three Areas of Focus for the Manchester Public Schools:

- ★ Outcomes and Opportunities for Students
- ★ Overall Quality of the School District
- ★ The School District's Relationship with the Community

Outcomes and Opportunities for Students

Our vision is that all students in the Manchester Public Schools will:

- ★ Demonstrate positive values and beliefs as evidenced by respect for peers and adults; a strong work ethic; a growth mindset; and kindness and caring for themselves and others.
- ★ Engage in critical and creative thinking to solve personal, social and academic problems; and actively pursue independent learning opportunities.
- ★ Exemplify the determination, perseverance, grit, and teamwork necessary to succeed in the challenges they will face in all areas of school life and beyond graduation.
- ★ Value all educational opportunities; remain in school; and graduate with optimism and confidence in their choices for college and career opportunities.

Overall Quality of the School District

Our vision is that the Manchester Public Schools will be characterized by the following:

- ★ A strong belief that all children can learn.
- ★ A climate that fosters learning and high achievement and is characterized by mutual respect, care, and concern for all students, staff and families.
- ★ A strong, inclusive, and comprehensive academic system that includes a rigorous, standards-based curriculum, and high-quality and consistently effective instruction and assessment in all schools.

The School District's Relationship with the Community

Our vision is that the Manchester Public Schools' relationships with the community will be characterized by the following:

- ★ Constituents from both schools and community recognize the importance of the role each has in making the community a viable and attractive place to live.
- ★ Parents and families are actively involved in their children's educational success, including engagement in school activities and community participation in social, civic and political events.
- ★ School officials communicate frequently and directly to the community so that residents understand the District's vision and goals and are informed of the progress being made toward achievement of the District's expectations for all of its students.

Adopted February 23, 2015

Visit www.mpspride.org for the full BOE mission.

Dear Members of the Manchester Community,

We are pleased to share the newly developed vision of the Manchester Public Schools along with some highlights from the 2014-15 school year. We will use this vision to guide the work of the district in the coming years, and look forward to our continued work together to ensure all students achieve at high levels.

We are proud to say that we believe strongly in cultivating creativity, courage, and collaboration among students and adults in our classrooms and across the district. While standardized tests serve as one indicator of student progress and school performance, we also seek to grow the whole child. As such, all of us are committed to fostering innovation, perseverance, and grit as we help young people develop into thoughtful scholars and citizens.

To that end, we seek to partner with parents and families to ensure all students are prepared to be lifelong learners and contributing members of society.

We also recognize the need for collaboration and support among professionals and, as a result, provide opportunities for regular instructional coaching and job embedded professional development through a professional learning community model. We realize that the only way to meet the needs of all students in today's society is to work together and are committed to supporting the growth of all members of the school community.

Enclosed in this introduction to Manchester Public Schools, you'll find just a few of the fantastic things we'd like to highlight.

Again, we thank you for your ongoing support and partnership in the pursuit of a better tomorrow for all kids. We look forward to continuing to work together in the coming years.

Sincerely,

Christopher Pattacini
Chairman, Manchester Board of Education



Matthew Geary
Superintendent of Schools



WE BELIEVE

Hope, in the form of new opportunities for students and staff to create and collaborate, is in full bloom in Manchester Public Schools.

Matt Geary, Superintendent



Manchester's District Improvement Plan

Academic Goals

- ★ All students will achieve mastery in literacy and numeracy as articulated in the Connecticut Core Standards.
- ★ All students will demonstrate the skills and competencies required for success in learning and work beyond school.

Talent Development Goals

- ★ All district and building level staff will develop capacity through reflection, professional learning opportunities including coaching, job embedded professional development, participation in workshops, and support from school leaders and colleagues over time.

Culture and Climate Goals

- ★ All students will demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- ★ All district and building level staff will build relationships based on trust through listening, welcoming, respecting individual differences, and allowing for shared decision making with parents, families, and other stakeholders.

CORE INSTRUCTIONAL Theory of Action

Manchester Public Schools' instructional programs are designed to address the diverse needs of the student population and the community. Its aim is to provide students with varied experiences that will help them develop into responsible, self-motivated, critical thinkers who can thrive in a cooperative and competitive setting.

The school district develops content area curricula for students in preschool through Grade 12, based on the Connecticut Core Standards. Similarly, the Connecticut State Department of Education Common Core of Teaching provides guidance to administrators and teachers about pedagogical practices and structures expected for instruction in all classrooms throughout Manchester.

ACADEMICS



The Manchester Public Schools has a strong, comprehensive, standards-based curriculum, which follows the guidelines of the Connecticut Core Standards for both literacy and mathematics and includes sequential instruction in social studies, science, the arts and physical education. Manchester Public School's curriculum defines the skills, knowledge and understandings all students need in order to become thoughtful scholars and citizens.

Delivery of instruction is a cornerstone of the Manchester Public School system. We continually reflect upon our use of current research-proven practices and our ability to support strong relationships and high expectations for all students to be successful.

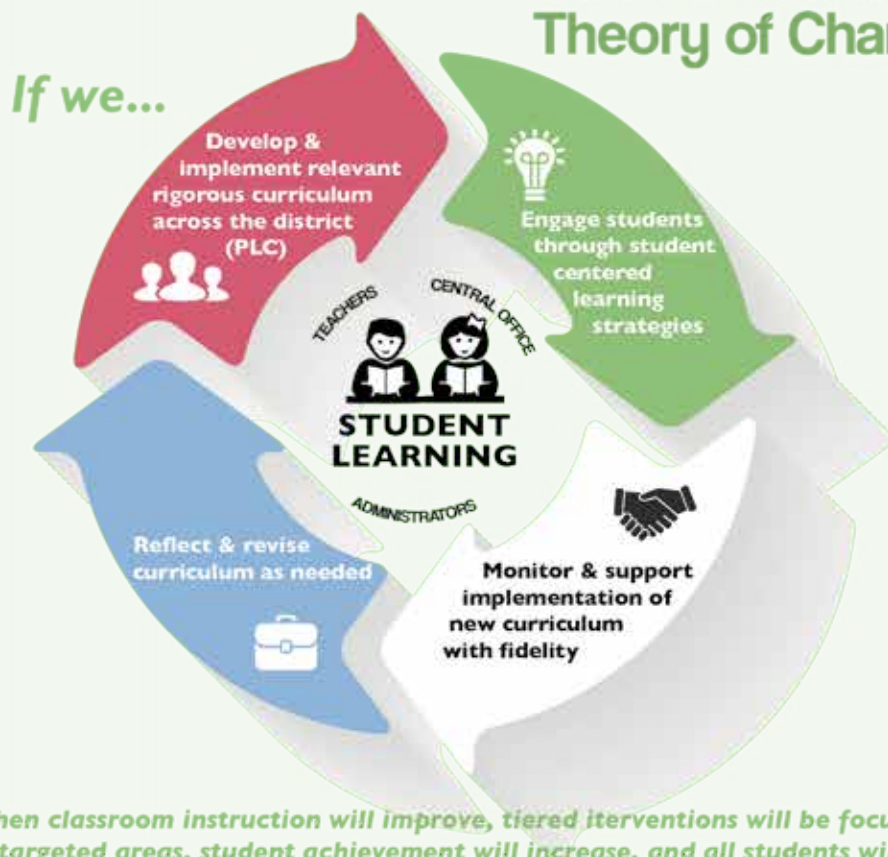
Curricular highlights from the 2014-2015 school year include implementation of the following:

- ★ District-wide Unit development - units constructed (K-12) using the UbD (Understand By Design) framework. UbD plans with an end in mind. Work is guided by what students should Know, Understand and Do (KUD). Units provide consistent expectations and performance tasks throughout the district. Units housed on an on-line platform called Curriculum Connector.
- ★ Kindergarten Play – A sacred time during the full day kindergarten session in which students are allowed choice in creating, exploring and collaborating.
- ★ Workshop Model K-8 – An approach to teaching major skills (math, writing, and reading) in which teachers model concepts and skills, provide structured small group lessons, and allow for independent practice.
- ★ New Academies 10-12 – Expanded academy concept, beyond current Medical Careers. Expansion allows Manchester High School to feel smaller thus providing a better system for intervening while allowing students the ability to pursue areas of interest. Academies now include: Culinary Arts, Contemporary Communications, STEM & Design, Pursuit of Truth, Human Development and Family Services, and Performing Arts.

No single document can fully explain the rich and complex nature of curriculum and instructional goals. We hope that you add to your understanding of Manchester Public Schools by attending open house opportunities, curriculum night programs, parent teacher conferences, and day and/or evening performances at your child's school and by speaking with teachers and administrators.

We look forward to working together to assist all students in reaching their fullest potential.

CORE INSTRUCTIONAL Theory of Change



...then classroom instruction will improve, tiered interventions will be focused on targeted areas, student achievement will increase, and all students will be prepared for learning and work beyond high school.

STUDENT ACCOMPLISHMENTS

Eleven students awarded ribbons at our Science Fair and Invention Convention, 1 of which represented Bennet at the state Invention Convention on May 2nd; 21 Future Problem Solvers participated at the state competition.

- Bennet

The following scholars were invited to display their Endangered Species Project at the Lutz Museum, Jeannai Plummer displayed the Przewalski Horse; Jacory Palmer displayed the Markhor Goat and Abdullah Waheed displayed the Asian Leopard.

The scholars at Verplanck Elementary School read over 1,000,000,000 minutes as part of the UConn Husky Reach Reading Challenge.

- Verplanck

Emma Pelligrinelli, grade 5 student, had her Fire Prevention poster selected as the Hartford County winner. Lucia Reyes, grade 2, presented her Rainbow Fun Invention at the Connecticut Invention Convention at UCONN. Her invention was selected to be on display at the CT Science Center. Bowers 5th grade Robotics Club was the first elementary school team to enter a Robotics Contest hosted at MHS.

- Bowers

Dante Ayala was chosen to be the cover artist on Connecticut Student Writers, a magazine established in 1987 to honor excellence in writing by students from kindergarten through high school.

- Washington

Eight future problem solving students earned an invitation to compete at the State Conference this year: Emily Christensen, Megan Kievman, Julia Leon, Katherine Miner, Kate Shaw-Mumford, Alyssa Spina, Sarah Turley and Courtney Walsh. Emily, Megan, Julia and Kate earned 1st Place in the state in the Middle School Skit Division! Illing Middle School kicked off a "cool to be kind" campaign this year that spreads a message of tolerance, empathy and kindness.

- Illing

A class of fourth grade students participated in "Freerice." This is an online math fact practice site. When a student provides the correct answer for a math fact one grain of rice is donated to a charitable foundation for distribution. As of June 1, the students had earned 434,700 grains of rice (nearly 20 pounds). 10% of the class knew their multiplication facts in September and now 80% of the students have mastered these facts.

- Robertson



Twenty-two students transitioning to MHS/ Illing
-MRA



Our fifth grade leadership team has helped spread gratitude throughout the school. They have visited younger grades during their lunch time to assist students in writing appreciation slips for people in the school.

All students in grades 2-5 have the opportunity to engage in an enrichment program through Genius Hour.

- Keeney



Fourteen students participated in the Science Fair and six moved onto the District Science Fair. One student placed in the District Science Fair.

-Buckley



One of our students never completed due to illness but returned to MA&CE to earn his National External Diploma because he wanted to serve as a role model for his children, especially the one who will be graduating this year from MHS as well.

-Adult Education



Students from the MPC participated in the 50th Anniversary of Head Start celebrations at the State Capitol alongside Lt. Governor Nancy Wyman, Commissioner Roderick Bremby, Rep. Bobby Sanchez and many others.

- Manchester Preschool



Three students at Manchester High School received national recognition for their writing skills.

Lucian Hatfield, a senior, earned Honorable Mention for his Senior Writing Portfolio, a submission that included multiple pieces of writing. Shannon Carroll, a senior, won a Gold Key for her poem "Roses" and a second Gold Key for her poem "Humanity." Regional Gold Key writings are moved up to the national competition. Maisha Seraj, a junior, won Honorable Mention for her poem "Paint." All three students are member of Mrs. Weinberg's Creative Writing class.

History Day Winners Senior Group Web Sites: Will Armstrong and Taylor Stafford – 3rd Place for Cheney Brothers, Madisen Perez, Shamellie Rivera-Chinea, and Kyra Starks – 2nd Place for Ralph Lauren Isabella Pattacini and Emily Maheux – 1st Place for Beatrice Fox Auerbach: Leader in Human Resources, Legacy of Charity.

- MHS

Fourteen Highland Park students were awarded ribbons at our Science Fair and Invention Convention Night. Three of those students went on to compete at the CT Invention Convention at UCONN and won multiple awards.

- Highland Park



One Grade 1 student earned 2nd place in the district Invention Convention and a group of students in Grades 4-5 earned 1st place in the district for scientific investigation and scientific model categories.

Martin had the highest participation of students in the Nutmeg at Nite Celebration this April.

-Martin



Two Seniors accepted to 4 year colleges with significant scholarships. Five others to attend junior college and post-secondary training. One will enter the military in July.

- Bentley



Twelve Waddell students received awards at our school based Science Fair/Invention Convention. Four of these students competed at the district level Science Fair/Invention Convention. Grade 3 student, Randall Madore made it all the way to the Connecticut Invention Convention with his Trip Wire Alarm System.

- Waddell





In 2015, Manchester Public Schools established the Office of Family & Community Partnership to foster understanding, trust, and collaboration among schools, families, and the wider community.

Partners work together as equals in service of a shared mission. As Manchester Public Schools, we bear unique responsibility for our mission: ensuring all children graduate prepared to be lifelong learners and contributing members of society. At the same time, the research is clear: Family and community involvement is essential to student success.

The Power of Partnerships

Effective schools can't function alone. When families and communities partner with schools to support student learning:

- ★ Dropout rates decrease.
- ★ Grades increase.
- ★ Attendance improves.
- ★ Student motivation rises.

The benefits of family and community partnership support students from all income levels, cultures, races, and backgrounds.

How We're Building Partnerships

We are promoting understanding by:

- ★ Guaranteeing open, two-way communication among school staff, parents, students, and community members.
- ★ Sharing essential information about academics and roles for parents and community members in everyday language and in a range of media.
- ★ Providing all school staff the tools to develop strong partnerships with families and the community.

We are creating trust by:

- ★ Committing to transparent, ongoing communication of our progress toward ensuring college and career readiness for all children.
- ★ Investing in our Family Resource Centers as anchors of community connection and support and our schools as centers of learning and leisure for both young people and adults.

We are collaborating for student success by:

- ★ Leveraging the knowledge, talents, and strengths of families, community members, businesses, and nonprofits through full partnerships in the service of students.
- ★ Providing families and the wider community with the tools to support learning beyond school hours.
- ★ Identifying and removing barriers which may limit some from serving as full partners in supporting student success.

COLLABORATION

We Believe in Collaboration

- ★ Accessible, engaged and visible building and central office leadership.
- ★ Professional Learning Communities by grade and content area (K-12) allow for ongoing, relevant collaborative practice with colleagues.
- ★ Recipients of the Hartford Foundation for Public Giving's 2015 Family and Community Engagement grant (\$713,000) and 2015 Nellie Mae Foundation grant for Student-Centered Learning (\$275,000).
- ★ Committed efforts throughout the community to enhance the involvement of all adults in the lives of children, both in and out of the school system.
- ★ Family Resource Centers exist in all of our elementary schools, providing faculty and staff with expanded resources to support students in and out of classroom settings.
- ★ Established Teacher Mentorship Program, including the New Teacher Orientation at the end of summer, supports new teachers for the first two years of their teaching career.
- ★ Existing University Partnerships with 13 higher education institutions for clinical placements, student teaching, and internships. These opportunities foster continued growth and development of educators new to the field and provide opportunities for seasoned teachers to mentor their newer colleagues.
- ★ Partnership with the University of St. Joseph offers a cohort model Masters Degree in TESOL, which allows for Manchester teachers to develop an expertise in ELL instruction and become building-based resources for their colleagues.
- ★ Active town-wide partnerships like monthly student review boards and after school programming, with local and state agencies to provide wrap-around services.



We Believe in Creativity

- ★ From Play Doh® to Puppets! Our Kindergarten Play Curriculum, allowing for creative instruction, choice, and exploration for both teachers and students.
- ★ \$85,000 worth of Creativity Grants: Teachers are encouraged to explore and develop their own creativity by submitting proposals that support innovative teaching strategies of their choice.
- ★ Job embedded professional development opportunities like our 2014-15 Google Summit held at Manchester High School.
- ★ Abundant resources for teachers to support students' love of science and innovation through robotics, rocketry the district-wide science fair, and CT Invention Convention.
- ★ From an Idea to a Product! Manchester High School is home to both a Maker Space and a 3D Printer - teacher and student collaboration to bring ideas to life are a part of who we are.



Creativity: the ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, and interpretations.

We believe in excellence for all

All students will:

Achieve mastery in literacy and numeracy as articulated in the Connecticut Core Standards and demonstrate the skills and competencies required for success in learning and work beyond school.

- ★ Technology for everyone: Google Chromebooks are provided for every student in Grades 6-12; Five laptops for every classroom in Grades 1-4; One Chromebook for every 2 students in Grade 5. Access to technology within the classroom maximizes instructional time and allows for teachers to readily use instructional technology.
- ★ All teachers in Grades 6-12 are assigned individual Chromebooks and also have access to desktops.
- ★ The MPS District Improvement Team consists of a cross section of faculty and staff to support a coherent systemic educational plan across all 14 schools.
- ★ Opportunities for teachers to attend and/or present at content area statewide and national conferences.
- ★ Hi5 Employee Recognition Program for excellence in creativity and collaboration.
- ★ UCONN Project Spark Partnership to expand identification and readiness for gifted and talented programming for under-represented students in Grades K-2.
- ★ Tiered instructional supports, inclusive classrooms and co-teaching instruction to support all students.



Unleashing creativity requires that we loosen the controls, accept risk, trust our colleagues, work to clear the path for them, and pay attention to anything that created fear. Doing all these things won't necessarily make the job of managing a creative culture easier. But ease isn't the goal; excellence is. (Catmull)